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Impacts of Internally Generated Revenue on Learning Aids and Equipment's in Selected Public University in Southwest Nigeria

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Abstract: *The purpose of this study is to look into the impact of internally generated revenue (IGR) on instructional aids and equipment at a few public universities in southwest Nigeria. The specific objectives include determining the most common sources of internally generated revenue in selected public universities in the southwest, assessing the relationship between IGR and learning aids/equipment in selected public universities in the southwest, examining the positive impact of IGR on learning aids and equipment in selected public universities in the southwest, and recommending possible ways to improve IGR in selected public universities in the southwest. The research design for this study was descriptive' expost facto. This study focused on public universities in southwest Nigeria. This study's instrument was derived from secondary data. Descriptive statistics, as well as correlation and regression analysis, were used to examine the data. The findings of the hypotheses show that there is a significant difference in common sources of internally generated revenue in selected public universities in the southwest, that there is a significant relationship between IGR and learning aids/equipment in selected public universities in the southwest, and that there is a significant difference in the positive impact of IGR and learning aids and equipment in selected public universities in the southwest. The existing approaches to IGR drive by universities can be improved, according to this research. The conclusions of this research are consistent with the assumptions of the African political economy model and the resource dependence theory discussed in the literature review. Universities will not only need to increase IGR, but they will also need to ensure that the funds they earn are transparent and used wisely.*

Keywords: Funding, Sources, Universities, Financing, Education, Institution

1. INTRODUCTION

Since the government alone could no longer pilot the affairs of funding higher education, the ability of higher institutions of learning to survive in this period of global competitiveness through effective management of internally generated revenue services is referred to as sustainability of university education (Ukpong and Uzoigwe, 2020). This indicates that sustainable development is a process in which resource exploitation, investment direction, technical development orientation, and institutional reforms are all undertaken with the future in mind as well as the present (Ukpong and Uzoigwe, 2020; Akpan, 2015). According to Otomewo (2018), higher education is dysfunctional as a result of a number of issues both within and beyond the educational system.

Unfortunately, the learning settings in public universities are substandard and unsuitable for long-term teaching and learning. According to Bamino (2017), the deterioration of academic intellectuals is due to poor quality lecturers who may have been hired as a result of unemployment issues in other areas. Infrastructural and instructional amenities, such as working libraries, labs, recreational facilities, well-equipped lecture halls, and workshops, are in short supply.

According to Higgs and Macmillan (2016), teaching-learning takes place in dilapidated structures in several faculties. Furthermore, lecturers' employment of relevant teaching tactics such as experimentation and inquiry is not only a mirage, but it has yet to reach a significant level. According to Percy-Smith (2018), in order to maintain sustainability in higher education, institutional administrators should use a practical and experiential learning method that allows students to apply what they've learned in terms of living a sustainable lifestyle.

According to Gayford (2018), sustainability is an integral part of a well-planned curriculum in the world's most highly ranked universities, alongside quality teaching and excellent learning facilities in a conducive school environment, and this improved students' attitudes toward sustainable learning.

The amount of money available in any formal organization frequently dictates how many activities may be carried out at the same time. Organizations having a sound financial foundation can accomplish more in order to meet their aims and objectives (Isagua et al., 2021). This is why educational institutions, particularly universities, have been urged to increase their financial resources in order to boost objective achievement and institutional growth.

s a result, universities have been obliged to consider using domestically generated cash to supplement government funding for university development (Isagua et al., 2021). Furthermore, different firms have varied methods for increasing her internal revenue sources. Students' registration fees, rent of halls, rent of equipment, contributions, dividends, interest, payment for transcripts, payment for academic gowns, and other sources of internal revenue are used by universities (Isagua et al., 2021).

Internally generated revenues, as opposed to monies from government trust funds, are funds collected by institutional administrators through the imposition of school charges, tuition fees, investment income, grants, gifts, endowment, and consultancies as a means of fundraising within the school system (Ukpong and Uzoigwe, 2020). Since fundraising is now a standard practice in both public and private higher education institutions to meet the school's demands, managing domestically generated revenue helps to supplement the yearly budgeted necessary expenses (Ukpong and Uzoigwe, 2020).

School charges are the expenditures incurred by the school management when school fees are not paid on time. While tuition fees cover the cost of learning materials used by students to make items that they take home, non-curriculum excursion costs, and any additional support and service fees that may be incurred by students with special needs and other services, non-curriculum excursion costs, and any additional support and service fees that may be incurred by students with special needs and other services (Ukpong and Uzoigwe, 2020) Interest payments, dividends, capital gains earned on the sale of a security or other assets, and any other profit earned from an investment of any kind are all examples of investment income.

Regular employment income accounts for the majority of a university's total net income each year. Grants are non-repayable funds or products disbursed or provided to the University, which is typically a nonprofit entity, educational institution, business, or individual, by a government regulatory agency, corporation, foundation, or trust (Ukpong and Uzoigwe, 2020.). A financial endowment is a gift of money or property to a nonprofit organization in exchange for continued support.

Internally generated fundamental revenues are either not available or, if they are, are being racketeered or misappropriated. Some of the earnings from commercial endeavors and the IGR were not used to offer services such as personnel welfare, facility maintenance, and campus beautification (Ofoegbu and Alonge, 2016). Because the University's errors and frauds connected to school charges and endowments are not recognized and avoided in a timely manner, the University is unable to pay its consultants and contractors for excellent teaching services (Omodere, Ekwe & Ihendinihu, 2018).

Poor management of domestically generated revenue in higher education may have a negative impact on the educational process's products and, as a result, on the long-term viability of university education. In this context, the researchers were inspired to look into the impact of internally generated revenue on learning aids and equipment in a few public universities in Nigeria's south west

1.1Statement of Problem

The National Policy Implementation Committee has asked all Nigerian universities to secure at least 10% of their total annual income from outside sources. This is to supplement the government's annual subsidy, which appears to be insufficient. This is supported by erratic and insufficient government funding for public institutions, as well as a dismal state of university facilities, particularly at state universities and some federal universities, such as inadequate lecture theaters. The government's inability to meet universities' financial needs has resulted in modest progress in most universities, both in terms of human and material resource availability and usage. As a result, institutions have been forced to pursue internal revenue production as a way out. Despite some public universities' internal income drives, they have failed to translate to university development in terms of infrastructure and human resource availability. It is also concerning if these universities have genuinely focused the use of created internal resources on critical areas such as administrative issues, maintenance, and capital project provision. The purpose of this study is to look at the impact of internally generated revenue on learning aids and equipment in a few public universities in Nigeria's South West.

1.2 Research Objectives

The broad objective of this study is to examine the role of Internally Generated Revenue (IGR) on learning aids/equipments in selected public universities in southwest Nigeria. This broad objective is broken down to the following specific objectives which are to:

i. Determine the common sources of internally generated revenue in selected public universities in southwest.
ii. Assess the relationship between IGR and learning aids/equipments in selected public Universities in Southwest.
iii. Examine the positive impact of IGR on learning aids and equipment in selected public universities in south west.

1.2 Research Questions

In order to achieve the intended objectives, this study will proffer answer to the following questions:

i. What are the common sources of internally generated revenue in selected public universities in Southwest?
ii. Is there any significant relationship between IGR and the Learning aids/equipments in selected public Universities in Southwest?
iii. Is there positive impact of IGR on learning aids and equipment in selected public universities in Southwest?

1.4 Research Hypotheses

The following hypothetical propositions will be formulated to guide the study:

i. There is no significant difference in common sources of internally generated revenue in selected public universities in southwest
ii. There is no significant relationship between IGR and the Learning aids/equipments in selected public Universities in South West
iii. There is no significant difference between positive impact of IGR and learning aids and equipment in selected public universities in south west

2. LITERATURE REVIEW

2.1 Conceptual Review

2.1.1 Internally Generated Revenue in Nigeria Universities

Instead of solely relying on the federal government for funding, federal institutions are pursuing additional sources of revenue; this category of funds will be referred to as internally generated revenue (IGR) throughout this dissertation. Bamiro (2012) cited a number of advances in program offerings that have enabled colleges significantly increase their revenue. Part-time programs to consultant companies are among them, as the federal government requires federal universities to generate 10% of their total annual funding (2012).

To satisfy these needs, some institutions provide evening and weekend undergraduate and postgraduate degree programs, while others construct satellite campuses in large cities. While such programs bring in money for the university, they are insufficient to close the gap in funding that these institutions face (Akinyemi, 2012).

Universities have expanded the scope of their internally generated revenue to include student fees, grants, private contributors, tertiary education trust fund (ETF), commercial ventures, alumni relations associations, and undertaking research and consultancy services as a means of finding a solution to the nation's universities' unending financial problems and the mandate that each federal university must generate at least 10% of its total revenue (Akinyemi, 2012). Each of these funding sources will be briefly addressed to offer context for the problem statement

.According to Famurewa (2014), universities should seek alternative funding to supplement government funding by generating revenue internally, and there should be proper monitoring of how monies are given and where they are employed. The amount of academic staff union of universities (ASUU) strikes in Nigerian institutions should decrease as a result of this.

2.1.2 Sources of Internally Generated Revenue in Universities

To identify the various income-generating activities being embarked upon by the various universities, the various universities have devised their own survival strategies. Among the three first generation universities included in the study, there are overlaps in the areas of petrol stations, book stores, consultancy units, and rents from buildings, endowments, student fees, accommodation and interests from investments (Isagua *et al*., 2021).

Interviews with the staff of the various commercial units showed that those ventures making project profits are ploughed back for expansion and to provide better working conditions for staff. This, thereby, confirms the hackneyed statement that "necessity is the mother of invention" having been pushed to the corner and being left with no other option. Although, some responses indicated the need for caution in that it was found that the staff of such income-generating units could become so engrossed with making money that teaching and research would tend to be neglected. But as at the time of the survey, there have been few of such experiences (Isagua *et al*., 2021).

2.1.3 Internal Control Mechanisms in the Utilization of IGR in Universities

Internal control is a broad term that covers a vast of operations in firms‟ revenue generation through the prevention and detection of losses (Kumar & Sharma, 2015). The assessment consists of identifying scenarios in which funds can be lost or stolen and determining if existing control procedures effectively manage the risk to an acceptable level (Bronson, 2016). According to Kumar and Sharma (2015), internal control assists the management in the performance of various functions aimed at achieving the objectives of the organization. Doyle (2017) and Millichamp (2017) add that internal control is a whole system of controls established by the management for the business entity to check the conduct of the business.

Internal control is thus designed and implemented to address identified business risks that threaten the achievement of an organization‟s objective. Understanding the concept of internal control is important for developing an understanding of its impact on revenue generation in an organization (Jubb, 2016). The entire internal control system of an organization is strictly interrelated to structures that management use to oversee the activities of the organization; the organization‟s corporate governance. Internal controls are essential to corporate success and survival because they provide reasonable assurance on the achievement of objective in a number of categories including: effectiveness and efficiency of operations; reliability in financial reporting; and compliance with applicable laws and regulations (Chambers, 2017).

According to Price (2015), accountability processes and corporate governance and are geared at protecting shareholders‟ interest as one of the priorities in most organizations. Sarens and De Beelde (2016) add that the checks and balances of the organizational form a basis for the authority functions to minimize the potential losses, abuse and mismanagement. In other words, in any organization, internal control systems perform a watchdog's role on behalf of management and therefore, any organization without effective internal control system is more prone to low income due to irregularities and errors.

According to Hayes (2015), internal control comprises five components; the control environment, the entity‟s risk assessment process, the information and communication systems, control activities and the monitoring of controls.

2.1.3.1 Control Environment

In internal control, the control environment sets the tone of the organization by influencing the control consciousness of its people (Whittington & Pany, 2015). Internal auditors are essential to effective control environment since the effectiveness of these factors largely depends on their interaction with the internal and external auditor. Control environment sets the tone of an organization, influencing the control consciousness of its people (Aldridge & Colbert, 2014). In addition, control environment is influenced by the history and the culture of organization and has an insidious influence on the way organization activities are structured.

2.1.3.2 Risk Assessment

It refers to the identification and analysis of relevant risks associated with achieving the objectives of the organization (Karagiorgos, 2016). It is therefore the management’s responsibility to design internal controls to ensure efficiency and effectiveness, reliability of financial reporting as well as compliance with laws and regulations. This is ensured by periodic performance review and evaluation of the adequacy and effectiveness of the controls designed by the internal auditor department.

2.1.3.3 Information and Communication System

According to Aldridge and Colbert (2014), internal control requires that all pertinent information be identified, captured, and communicated in a form and time frame that enable people to carry out their financial reporting responsibilities. Effective communications should occur in a broad sense with information flowing down, across, and up within all the sections of the organization. Recent literature on internal control system frameworks has raised some concerns on information and communication as one of the internal control system components because of their importance in influencing the working relationship within the organization at all levels (Amudo & Inanga, 2013). Hence, such information must be communicated throughout the entire organization in order to permit personnel to carry out their responsibilities with regard to objective achievement.

2.1.3.4 Control Activities

Control activities refer to policies, procedures, and mechanisms put in place to ensure directives of the management are properly carried out. Appropriate and accurate documentation of policies and procedural guidelines helps to determine how the control activities are to be executed. Is also provides adequate information for auditors‟ examination of the overall adequacy of control design over financial management practices. These control activities ensure that all necessary actions should be taken with the aim to address risks so that organizational objectives are achieves. According to Rezaee (2015), internal control activities occur throughout the organization. They include a range of activities like; approvals, authorizations, verifications, reconciliations, reviews of operating performance, security of asset and segregation of duties. Most of them are made possible through the help of the internal audit function.

2.1.3.5 Monitoring

Since internal controls are processes, it is usually accepted that they need to be adequately monitored in order to assess the quality and the effectiveness of the system’s performance over time. By monitoring, the organization gets provided with assurance that the findings of audits and other reviews are promptly determined (Rezaee, 2015). Amudo and Inanga (2013) add that monitoring of operations ensures effective functioning of internal controls system. It‟s through monitoring that an organization determines whether or not its policies and procedures designed and implemented by management are being carried out effectively by employees.

According to Bowrin (2014), monitoring can achieved by regularly supervising and managing activities like monitoring of customer complaints and feedback and audits conducted periodically by internal auditors and evaluating how adequate and effective the controls are. Monitoring ensures that the findings of audits and other reviews are promptly resolved (Rezaee, 2015).

2.2 Theoretical Review

The study was based on the Resource Dependence Theory propounded by Pfeffer and Salancik in 1978 postulates that for the organization to survive, managers have a role to allocate resources to innovative activities that are required of the firm by external customers and investors. In other words, how managers compete and win external resources and how they deploy those to productive engagements have huge consequences on the continuity of funding sources and the cooperation of the benefactors of the organization. Funding problems of the universities are deeply rooted on the economic, social and political structures and belief system of the people (Wangenge-Ouma & Cloete, 2008). At the micro level, university managements relate closely with the parents and the students. However, its relevance in understanding the external funding realities of the universities mandates its application in this study. Moreso, the two theories are very relevant to the present study since they stress the need for universities to funding challenges and the appropriate allocation of these explored means to critical areas of the university in order to enhance its development.

2.3 Empirical Review

Isagua, N. M., Enaohwo, J.O. & Nwafor, S.O. (2021) investigated the utilization of internally generated revenue for university development in Rivers State. The population of the study consisted of 295 respondents made up of 139 from the University of Port Harcourt, 100 from the Rivers State University and 57 from Ignatius Ajuru University of Education. Mean and standard deviation were used to answer the research questions while the hypotheses were tested using z-test at 0.05 level of significance. The findings of the study showed that the utilization of internally generated revenue on administrative cost, maintenance cost and capital cost enhances university development in Rivers State.

Ukpong, N.N, and Uzoigwe, M. C. (2020) assessed the management of internally generated revenues (IGR) and sustainability of University education. The area of the study was Cross River State. Survey research design was adopted for the study. The study population was the principal officers in the management and administrative cadre of the Universities. Census sampling approach was used to select all the principal officers of the Universities because the population was manageable. A total number of one hundred and eighty six (186) management staff was used. A prior study was carried out to ascertain the level of reliability of the research instrument. The internal consistency index using a Cronbach Alpha test was thus computed and established at 0.89. This was considered reliable enough for the study. One-Way Analysis of Variance (ANOVA) and Multiple Linear Regression statistics were used to analyze the data collected for the study. Findings revealed that the management of internally generated revenue significantly influenced the sustainability of University education. It was also found that investment income, school charges and consultancies were significant predictors of sustainability of University education in Cross River State.

Omodere, Ekwe & Ihendinihu (2018) investigated the impact of internally generated revenue (IGR) on economic development of Nigeria. The statistical tool used for the data analysis was the multi-regression and t-test for test of hypotheses. The findings of the study revealed that TIGR, SIGR and LIGR have robust and significant positive impact (p-value = 0.000 < 0.05) on RGDP, while FGIR also indicated positive and significant influence on RGDP. There was an existence of high correlation between the dependent and independent variables. The study concluded that the positive impact of IGR is not out of place but the physical evidence is apparently lacking and therefore government policies that could eradicate sharp practices in the government system are required.

Wordu (2018) examined the impact of internally generated revenue in development of tertiary educational institutions in Rivers State, Nigeria. The findings revealed that the federal and state institutions had disparity in the sources of internally generated revenue, and there is no doubt that the internally generated revenue initiative of tertiary educational institutions in the state is at its early stage of development. It was therefore recommended that investment should be made into projects that generate additional funds for the institutions and the institutional creativity in revenue generation should be paramount to both faculty and department

Edet and Osika (2018) found that PTA funds and school investment funds influences sustainable development of public secondary schools in Cross River State. It was recommended among others that there should be commitment by the principals, teachers, parents and the community toward generating funds for sustainable development of secondary schools in Cross River State.

Oyetakin Akinrotimi Idiom & Yahya, Lateefat, Oludare Yahya (2017) analyzed Internally Generated Revenue And Infrastructural Development Of Public Universities In Ondo State. Purposive random sampling method was used to pick the two oldest universities out of the three public Universities in Ondo State. A total number of fifty (50) management staff was used. An inventory tagged 'Inventory on Internally Generated Revenue in Ondo State Public Universities (IIGROSPU) was used to gather data. A negative and significant relationship between Internally Generated Revenue and Amount Spent on Infrastructural in public universities in Ondo State in the study period (r = -.038, P< 0.05). The study concludes that, each university management should create an IGR coordination centre and university managements should make attractive the profit sharing formula between the central administration and the departments where IGR is generated.

Ofoegbu & Alonge (2016) observed that commercial ventures were among the main sources of IGR while the proceeds were used for services including staff welfare, maintenance of facilities and beautification of the university premises. A further analysis of data showed that there was a significant relationship between internally generated resources and the management/ development of universities in Southern Nigeria. It was recommended that university administrators should be more transformative in their leadership style in order to strengthen their revenue base for effectiveness in University management

Mohammed, Ahmed & Salihu (2015) examined the relationship between expenditure (both Capital and recurrent) and internally generated revenue (IGR) in Adamawa State local governments. The study finds a significant relationship between government expenditure and internally generated revenue. Capital expenditure and recurrent expenditure on agriculture and natural resources, roads, rural electrification, market expansion significantly influence the internally generated revenue of the Adamawa State's local governments.

Afutu (2015) explored the sources, challenges and sustainability of internally generated fund at university of education, Winneba. It came to light from the study that most of the sources of Internally Generated Fund for the university can be sustainable by constant increase of enrolment and commercialization of departmental activities like printing/ publication section and clothing service department. It was concluded that in order for the university to increase revenue from its commercialized activities, the university can come out with new marketing strategies to attract the public to buy into its commercial and other revenue generation activities. The study recommended that management of universities should put in place effective measures that would ensure that those IGR sources that contribute huge amount of revenue on the activities of the universities (sale of farm products, sale of admission forms, residential and academic facilities user fees and sandwich fees) are improved upon and efficiently managed to ensure long-term sustainability.

3. METHODOLOGY

3.1Research Design

The fact that this study make use of secondary data, a descriptive'expost facto 'research methods was used. This is due to the fact that the Internally Generated Revenue and the learning aid/equipments had occurred over the years under study.

3.2 Area of Study

The area of the study for this research was universities in south west Nigeria. Two Federal Universities (University of Ibadan, Ibadan, Oyo state and Obafemi Awolowo University, Ile Ife, Osun State), Ladoke Akintola University of Technology (Lautech), Osun State University and Ekiti state University were considered.

3.3 Population of the study

The total populations for this study are all public Universities in Southwest. The Government owned universities are as follows: University of Lagos Akoka; Lagos State University; Olabisi Onabanjo University; Federal University of Agriculture Abeokuta; University of Ibadan; Technical University Ibadan; Ladoke Akintola University of Technology Ogbomoso; Osun State University Osogbo; Obafemi Awolowo University Ile Ife; Federal University of Oye Ekiti; Ekiti State University; Federal University of Technology Akure; Adekunle Ajasin University Akungba Akoko and University of Medical Sciences, Ondo state.

3.4 Sample and Sampling Technique

In determining the sample size appropriate for this study for convenient purpose, five public universities were chosen for the study. The lists are stated below:

i. University of Ibadan, Ibadan, Oyo state
ii. Obafemi Awolowo University, Ile Ife, Osun State
iii. Ladoke Akintola University of Technology (Lautech),
iv. Osun State University, Osogbo
v. Ekiti state University, Ado Ekiti

3.5 Method of Data Collection

Data for this research was obtained from secondary data. Secondary data (reports, audited accounts, Bulletin, extract from tetfund website, report from federal ministry of education, ranking websites of universities, davos institute of training, CBN statistical bulletin, National Bureau of Statistics, performance of grandaunts, extract from the minutes of the council of the universities) were collected from federal ministry of education and audited financial statements of the selected universities in Southwest part of Nigeria for period of 2009-2015.

3.6 Research Instruments

This research work relies majorly on secondary source of data which includes; reports, audited accounts, Bulletin, extract from tetfund website, report from federal ministry of education, ranking websites of universities, davos institute of training, CBN statistical bulletin, National Bureau of Statistics, performance of grandaunts (first class, second upper & lower, third class and pass), extract from the minutes of the council of the universities in South west part of Nigeria. Research instruments selected by the researcher, have a huge bearing on the relevance and reliability of information to be produced (Milne, 2012).

3.7 Method of Data Analysis

The descriptive and inferential statistical tools were used in this research work. The descriptive tools for analysis include: the use of frequency tables, simple percentages and mean scores in interpreting and analyzing the data collected. The inferential tools on the other hand includes; the use of Spearman"s Rank Correlation as one of the non-parametric tools of analysis. This type of statistical tool is used mostly to measure relationship between two variables. This means that Spearman"s Rank Correlation ascertain the degree of relationship between the independent (IGR) and the dependent (Learning aids/Equipments) variable. The Spearman"s formula for Rank Correlation is given as:

$Y_S = 1\ 6\sum D^2 / N(N^2\text{-}1)$

D = The Difference between the ranks of corresponding values of "X" and "Y"

N = the number of pairs of values in the data

Ys obtained from the formula are further subjected to test of significance using T- test for significance of correlation in testing the hypothesis. The formula is given as thus:

$t = Y\sqrt{N\text{-}2} / 1\text{-}r^2$

Where:

N = The number of values of X and Y

Y = The value of Ys obtained from above.

The t value obtained from the formula above is compared with that of the critical value table of Spearman"s Rank Correlation coefficient at 95% (0.05) level of significance (ºC) and degree of freedom (V) – see table. The degree of freedom is equal the number of pairs of values of "X" and "Y", Where X is the independent (funding), variable and Y (training) the dependent variable.

4. RESULTS AND DISCUSSION

4.1 Summary Statistics

4.1.1 Regression Analysis

Table 1: Coefficient Result of Staff development on Government allocation

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
	(Constant)	-200.717	54.738		-3.667	.035
	allocation	.669	.124	.952	5.385	.013

Source: Field Survey 2021

a. Dependent Variable: staff

Adjusted $R^2 = 0.875$

Result in Table 1 shows the coefficient result of staff development on government allocation. The coefficient value of government allocation is 0.953 significant at 5%. This implies that slight changes in the government allocation will positively significantly the staff development and training by 95.2%. The adjusted $R^2 = 0.875$, which implies that 87.5% variation in staff development could be accounted for by the government allocation

Table 2: Analysis of variance of Staff development on Government allocation

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	6053.777	1	6053.777	29.001	.013
Residual	626.223	3	208.741		
Total	6680.000	4			

Source: Field Survey 2021

Result in Table 2 shows the analysis of variance of model in table 2. The F-test is 29.001, significant at 5%. This implies that the model fitted in table 2 is a fitted model.

Table 3: Coefficient Result of Research Library on Government allocation

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-13.523	16.268		-.831	.467
	Allocation	.057	.037	.665	1.543	.221

Source: Field Survey 2021

a. Dependent Variable: research

Adjusted $R^2 = 0.257$

Result in Table 3 shows the coefficient result of research library on government allocation. The coefficient value of government allocation is 0.665 not significant at 5%.

Table 4: Analysis of variance of Research library on Government allocation

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	43.885	1	43.885	2.380	.221[a]
	Residual	55.315	3	18.438		
	Total	99.200	4			

Source: Field Survey 2021

Result in table 4 shows the analysis of variance of model. The F-test is 2.380, not significant at 5%. This implies that the model fitted in table 4 is not a fitted model.

4.1.2 Hypothesis Testing

Hypothesis 1

H1: There is no significant difference in common sources of internally generated revenue in selected public universities in southwest

Table 5: Hypothesis testing on significant difference in common sources of internally generated revenue in selected public universities in southwest

Variable	Pearson r	Sig	Decision
Internally Generated Revenue			
Common sources	0.195	0.00	Significant

The table 5 reveals a calculated pearson ‘’r’’ of 0.195 which is significant at p<0.05 alpha level. Therefore the null hypothesis which states that there is no significant relationship between Government subvention and interventions on structural development (physical) of the selected universities is rejected, so there is significant relationship between common sources of fund and internally generated revenue in selected public universities in southwest.

Hypothesis 2

H2: There is no significant relationship between the Internally Generated Revenue (IGR) and learning aids/equipment availability in selected universities

Table 6: Hypothesis testing on significant relationship between the Internally Generated Revenue (IGR) and learning aids/equipment availability in selected universities

Variable	Pearson r	Sig	Decision
Internal Generated Revenue			
Learning Aid/Equipment availability	0.187	0.00	Significant

The table 6 reveals a calculated pearson ‘’r’’ of 0.187 which is significant at p<0.05 alpha level. Therefore the null hypothesis which states that there is no significant relationship between the Internally Generated Revenue (IGR) and learning aids/equipment availability in selected universities is rejected and hence, there is significant relationship between the Internally Generated Revenue (IGR) and learning aids/equipment availability in selected universities.

Hypothesis 3

H3: There is no significant difference between positive impact of IGR and learning aids and equipment in selected public universities in south west

Table 7: Hypothesis testing on significant difference between positive impact of IGR and learning aids and equipment in selected public universities in south west

Variable	Pearson r	Sig	Decision
Positive impact of IGR			
Learning aids /Equipments	0.192	0.00	Significant

The table 7 reveals a calculated pearson ‘’r’’ of 0.19 which is significant at p<0.05 alpha level. Therefore the null hypothesis which states that there is no significant relationship between the endowment/donations and student scholarship in selected universities is rejected; there is significant relationship Positive impact of IGR and learning aids in selected universities. Hence, IGR has positive impacts on learning aids and equipments.

4.2 Discussion of findings

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The current work attests to the submission that Internally Generated Revenue performs a prominent role in the development of universities. This study revealed a positive and significant relationship between Internally Generated Revenue and learning aids/equipments in selected public universities in southwest. The finding correlate with those carried out by Oyetakin and Yahya (2017), Ofoegbu and Alonge (2016); Adeniyi (2008) and Okojie (2010). Also, in a study conducted by Nnanseh and Akpan (2013) on IGR and infrastructural development in Akwa Ibom State, it revealed a positive contribution, but uneven contribution to the development of infrastructure which deviates a little bit from this study with a negative and significant relationship between IGR and infrastructural development.

The hypothesis in this study shows that there is relationship between endowment/donation and student scholarship in selected south west public universities in Nigeria. This finding is related to work of Akangbou (1986) that reported that characteristically famous citizens donate money to the institutions to be held in their honour perpetuity. The reason is that the donors' name be immortalized in the institutions. In line with the above view, Bamiro (2012) reported that universities engage in different forms of endowment such as professional chairs, scholarships for students, donations towards programs of interest to the donors. Also, Akinyemi (2012) also reported that Universities have established endowment funds where rich citizens assist in the development of quality education. Similarly, Edwin, Hessel and Basvander (2008) conducted an experimental research to examine the effect of financial rewards on students' achievement using quasi experimental research design. The result showed significant heterogeneity in the behaviour response of the financial incentives; high ability students had higher pass rate and significantly get more credit points when assigned to large reward groups while the low ability students appeared to achieve less when assigned to larger reward groups.

5. CONCLUSION AND RECOMMENDATION

5.1 Conclusion

This study has analyzed the critical role of internally generated revenue as an inevitable funding compliment for university education. The conclusion of the study is that, due to the perennial inadequate funding by the university proprietors, it has become imperative for the university management to generate supplementary funds in the form of IGR. While some IGR sources such as seminars and workshops may be incidental to the primary business of the universities, several others are the results of the intentional creativity of the university managers. Commercial operations in supermarkets, bakery, bookshop, table water and consultancy are a common feature at nearly all the universities. But such other sustainable revenue generating engagements like publishing of research findings and partnership with industry are yet to be adequately exploited by the universities. This paper affirms, therefore, that there is room for improvement on the current approaches of IGR drive by the universities. The findings in this paper are in agreement with the assumptions of the African political economy model and the resource dependence theory contained in the literature review section. The universities will not only have to seek for more IGR, they equally have to ensure that there is transparency and good use of the revenues they generate.

5.2 Recommendations

Based on the findings of this study and the discussion thereof, the following recommendations are made:

1. Each university management should create an IGR coordination centre. This office will support the relevant money generating units. This restructuring will ensure that serious attention is given to the growing important activity of extra revenue generation. Left open, it would be easy for the various IGR generating departments to self optimize. But the establishment of an IGR co-ordination centre will ensure that long bureaucratic bottlenecks are taken out of the way. This will give room for sustained concentration of efforts towards critical revenue generation. It will be the business of this special office to coordinate the formation of commercial ventures and the running of same for the university in the most aggressive and profitable ways possible.

2. University managements should intentionally commit more funds in identified profitable investment areas. Without the commitment of adequate cash investments in the identified profitable projects or activities, there will not be enough support to the primary business of the university from the revenue generating units. There must be intentional purpose of taking the IGR drive beyond the subsistence level and that should reflect from the capitalization of the revenue generating units.

3. University managements should make attractive the profit sharing formula between the central administration and the departments where IGR is generated. The management should see every unit of Naira of IGR earned as money that was going to be lost otherwise. Every N1 earned as IGR, therefore, is an incremental value that could have been lost without notice. Those who are behind the extra funds creation deserve to benefit fairly.

4. Each university management should create an IGR coordination centre. This office will support the relevant money generating units. This restructuring will ensure that serious attention is given to the growing important activity of extra revenue generation. Left open, it would be easy for the various IGR generating departments to self-optimize. But the

establishment of an IGR co-ordination centre will ensure that long bureaucratic bottlenecks are taken out of the way. This will give room for sustained concentration of efforts towards critical revenue generation. It will be the business of this special office to coordinate the formation of commercial ventures and the running of same for the university in the most aggressive and profitable ways possible (Yusuf, 2010; Okojie, 2010).

5. University managements should intentionally commit more funds in identified profitable investment areas. Without the commitment of adequate cash investments in the identified profitable projects or activities, there will not be enough support to the primary business of the university from the revenue generating units. There must be intentional purpose of taking the IGR drive beyond the subsistence level and that should reflect from the capitalization of the revenue generating units.

6. University managements should make attractive the profit sharing formula between the central administration and the departments where IGR is generated. The management should see every unit of Naira of IGR earned as money that was going to be lost otherwise. Every N1 earned as IGR, therefore, is an incremental value that could have been lost without notice. Those who are behind the extra funds creation deserve to benefit fairly from what they have generated. From the 70:30 percent that is common in most universities, managements should consider offering as high as 50:50 percent. Most top university managers interviewed agree that such substantial dividend could have the potential to motivate higher staff drive for more IGR.

7. The universities that are not so advantageously located in the big cities should seek appropriate commercial locations outside the university campus. Intentional commercial businesses can be sited near highly economically empowered persons in Lagos, Abuja and Port Harcourt, for instance. Universities should attempt to make the process of internally generated revenues highly cost effective by engaging very highly skilled staff who could double as professors. That way, the huge personnel costs arising could be shared between the IGR office and the academic unit.

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